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ABSTRACT

The overall goal of the social studies program of the Malcolm Price Laboratory School (Cedar Falls, Iowa) is to develop reflective citizens who manifest citizenship perspectives and competencies, while using cognitive processes and skills, to investigate society and social issues through courses and units drawn from the social sciences. This curriculum guide discusses each element of this overall goal and presents the social studies curriculum by discussing what is done at each grade level. Skills to be developed, cognitive processes involved, units to be studied, as well as teaching methods to be employed are among the topics covered at each level. The titles of the social studies courses or programs that comprise the curriculum are: (nursery/kindergarten) my world; (grade one) social science processes; (grades two and three) social science disciplines; (grade four) regional geography; (grade five) American and Iowa history; (grade six) world studies; (grade seven) American studies; (grade eight) world geography; (grade nine) world history; (grade ten) U.S. history; (grades eleven and twelve) global insights, United States government, economics, sociology, psychology, interactive communication simulations, and law related education. (DB)

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MALCOLM PRICE LABORATORY SCHOOL
SOCIAL STUDIES CURRICULUM GUIDE

GRADE N-12

Designed and developed by the elementary and secondary faculty
of Malcolm Price Laboratory School

FEBRUARY 1991

U.S. DEPARTMENT OF EDUCATION
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THE SOCIAL STUDIES--A DEFINITION

Social studies is a basic subject of the N-12 curriculum that:

1. Derives its goals from the nature of citizenship in a democratic society which is closely linked to other nations and peoples of the world.

2. Draws its content primarily from history, the other social sciences, and in some respects, from the humanities and sciences.

3. Is taught in ways that reflect an awareness of personal, social, and cultural experiences and developmental levels of learners.*

*Adapted from: National Council for the Social Studies. "In Search of a Scope and Sequence for Social Studies." Social Education. Washington, D.C. Volume 48, Number 4, April 1984, p. 251.

THE SOCIAL STUDIES--A RATIONALE

The social studies program is concerned with preparing young citizens for active participation in American society. Social studies education is the structured school program providing this preparation.

> Social studies is an essential component of students' education. Social studies plays a significant role in leading students to value democratic beliefs and behavior, to understand themselves in the context of contemporary life, and to live responsibly in the global community. Social studies interrelates the capability and capacity for survival by the human species survival related to the interdependence with a finite natural resource base.

It is a responsibility of the social studies to prepare young people to identify, understand, and work to resolve problems that confront them, and our nation, and the international community. To accomplish these tasks and work effectively as citizens, they need a knowledge of post civilizations and the social and behavioral sciences. Moreover, they should understand the role of social institutions and values in their own society and in other societies around the world.

Social studies should be viewed as a subject matter area where social interaction skills are emphasized and utilized fully. Social studies develops the necessary individual leadership skills to enable students to cope with change, resolve conflict, appreciate diversity and participate responsibly in a representative democracy at local, state, national, and international levels.*

*Adapted from: A GUIDE TO CURRICULUM DEVELOPMENT IN SOCIAL STUDIES, Curriculum Coordinating Committee Report, Iowa Department of Education, Des Moines, Iowa, December 1986, p. 4.

THE LABORATORY SCHOOL SOCIAL STUDIES PROGRAM ORGANIZATION

The organization of the Laboratory School social studies program is unique in two respects. First, the content design is flexible and can be modified to meet the needs of students. For example, at the primary level, social science processes and disciplines are integrated into a wide range of teaching units which focus on broadening the horizons of young children. Each year the organization and sequence of the units is determined by the teachers in response to the perceived needs of students, particular political events, or the occurrence of local, state or national celebrations.

Second, cognitive processes and skills are identified for each unit of study according to the developmental needs of students and the nature of the content. In general, skills are not taught in isolation nor are they organized sequentially for the convenience of instruction. Skills identified in this guide are provided as a reference for teachers as they develop curriculum, evaluate the learning process and reflect on the individual development of each student.

Because the Laboratory School faculty have developed a unique social studies program in a unique teaching environment, teachers are afforded the opportunity to be directly involved in curriculum selection and development. As a result, the Laboratory School classroom is truly a laboratory environment where new ideas in social studies curriculum can be developed and refined by each teacher. As the diagram an the following page illustrates, the grade level topics of study and course outlines have been clearly set. However, the level of content difficulty, the particular skills taught, and the assigned allotments of time are flexible and are governed by the characteristics of learners in the teaching environment not by the curriculum guide alone.

MALCOLM PRICE LABORATORY SCHOOL
N-12 SOCIAL STUDIES CURRICULUM OVERVIEW

Program Goal: To develop reflective citizens who manifest citizenship perspectives and competencies ... ... while using cognitive processes and skills ... ... to investigate society and social issues through courses and units ... ... drawn from the social sciences.

VALUES/ATTITUDES

Citizenship Competencies:

1. Acquiring and using information
2. Assessing involvement
3. Making decisions
4. Making judgments
5. Communicating
6. Cooperating
7. Promoting interests

Citizenship Perspectives:

1. Pluralistic
2. Global
3. Constructive

COGNITIVE PROCESSES AND SKILLS

a. Language processes

b. Problem-solving/thinking skills

c. Quantitative processes

d. Concepts of time and chronology

e. Information processing skills

f. Map and globe skills

KNOWLEDGE

COURSES AND UNITS	SOCIAL SCIENCE DISCIPLINES
N-K	a. History
1	b. Geography
2-3	c. Political science
4	d. Economics
5	e. Sociology
6	f. Anthropology
7	g. Psychology
8	
9	
10	
11	
12	

THE LABORATORY SCHOOL SOCIAL STUDIES PROGRAM GOAL

The overall goal of the program is:

> To develop reflective citizens who manifest citizenship perspectives and competencies, while using cognitive processes and skill. To investigate society and social issues through courses and units drawn from the social sciences.

I. GOAL: TO DEVELOP REFLECTIVE CITIZENS WHO MANIFEST CITIZENSHIP PERSPECTIVES AND COMPETENCIES... while using cognitive processes and skills to investigate society and social issues through courses and units drawn from the social sciences.

The teaching of reflective citizenship is the foundational goal of the social studies and the one element of the curriculum for which there is the greatest consensus within the professional community.

A. Perspectives for Reflective Citizenship

In the National Council for the Social Studies Bulletin Number 72, CITIZENSHIP AND THE CRITICAL ROLE OF THE SOCIAL STUDIES, Walter Parker and John Jarolimek define citizenship in terms of three perspectives:

1. Pluralistic: a democratic citizen is cognizant of difference in people particularly in the areas of race, religion, opinion, preference, ethnicity and culture.

2. Global: a democratic citizen recognized that the world is highly interrelated. This person is able to translate these interrelationships into a cosmopolitan perspective on the local level.

3. Constructive: a democratic citizen is reflective and participatory in social, economic, and political processes. This person evaluates their social role in terms of the values of freedom, justice, equality, responsibility, privacy, and diversity.

B. Competencies for Reflective Citizenship:

The following citizenship competencies have been developed by Richard Remey in Handbook of Basic Citizenship Competencies produced by the Association for Supervision and Curriculum Development in 1980. These competencies define the democratic citizen's participatory activities as follows:

1. Acquiring and Using Information: Competence in acquiring and processing information related to human interaction.

2. Assessing Involvement: Competence in assessing one's involvement and stake in social issues, decisions, and politics.

3. Marking Decisions: Competence in making thoughtful decisions regarding groups governance and problems of citizenship.

4. Making Judgments: Competence in developing and using standards, such as justice, ethics, morality, and practicality, to make judgments about people, institutions, policies, and decisions.

5. Communicating: Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. Cooperating: Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. Promoting Interests: Competence in working with social institutions in order to promote and protect one's interests and values.

II. GOAL: To develop reflective citizens who manifest citizenship perspectives and competencies ...**WHILE USING COGNITIVE PROCESSES AND SKILLS** ...to investigate society and social issues through courses and units drawn from the social sciences.

A. Language Processes:

The language processes of reading, writing, speaking, listening, viewing and visually expressing are foundational to all instruction in the social studies. Teaching of language processes is the responsibility of every instructor and social studies affords rich opportunities for practical applications of language processes.

B. Problem Solving/Thinking Skills:

1. Recognizing that a problem exists.
2. Defining the problem for study.
3. Reviewing or recalling known information about the problem.
4. Planning ways of solving the problem.
5. Location, gathering, organizing, and recording information.
6. Interpreting and evaluating information.
7. Drawing inferences and making generalizations from evidence.
8. Accepting differences of opinion with respect and courtesy.
9. Summarizing and drawing tentative conclusions.
10. Recognizing the need to change conclusions when new information warrants a change.
11. Recognizing areas for further study.

C. Quantitative Processes:

1. Using measurement computation and estimation as social studies tools.
2. Using graphs, tables, and charts to present, interpret, and apply social studies data.

D. Concepts of Time Chronology:

1. Locating information by recognizing the clock, calendar, and other time devices, in addition to textbooks, almanacs, etc., as sources of information regarding time.

2. Acquiring information by:

   a. Learning to tell time by the clock.
   b. Using the names of the days of the week.
   c. Using the names of months.
   d. Using the calendar to identify dates.
   e. Noting dates on classroom magazines and newspapers.
   f. Skimming to find a particular date.
   g. Identifying a specific date and/or event.

h. Gaining a general impression of the length of a chronological period.
i. Recognizing time as a.m. and p.m.
j. Becoming familiar with other time systems.
k. Finding answers to specific questions related to dates and/or events.

3. Organizing information by:

a. Using the names of the days of the week in sequence.
b. Using the names of the months in sequence.
c. Construction of time lines.
d. Using a cluster of date-events to establish time relationship.

4. Interpreting Information by:

a. Using the calendar to find dates of special events.
b. Determining length of time between dates.
c. Associating seasons with particular months in both northern and southern hemispheres.
d. Comprehending sequence and order as expressed in first, second, and third through personal experiences.
e. Understanding the system of time zones as related to the rotation of earth.
f. Comprehending the Christian system of chronology B.C. and A.D.
g. Describing the relation between the earth's revolution around the sun and a calendar year.
h. Describing the relation between the earth's revolution and the difference between the seasons in the northern and southern hemispheres.
i. Comparing the Christian system of chronology with other systems.

5. Evaluating information by:

a. Comparing information regarding time and chronology from two sources of information.
b. Determining the most appropriate source of information regarding date-events and time relationships.
c. Recognizing gross discrepancies in time relationships, i.e., anachronisms.

6. Expressing knowledge, ideas, opinions, and judgments by:

   a. Keeping diaries or logs.
   b. Putting dates on materials written.
   c. Relating activities to month and/or season in writing letters, stories, and poems.
   d. Using correct dates in oral discussions and reports.

   e. Using correct statements of time and date in such activities as conversations, discussions, and oral reports.

7. Applying time and chronological skills in problem solving of social issues by:

   a. Using information obtained through time and chronological skills to recognize and define certain elements of a problem.
   b. Locating, acquiring, and organizing information obtained through time and chronological skills as it applies to a problem.
   c. Interpreting and evaluating information obtained through time and chronological skills and applying it to the solution of the problem.

E. Information Processing Skills

1. Location information:

   a. In textbooks, encyclopedias, almanacs, atlases, and supplementary books by:

      1. Using titles of books as a guide to contents.
      2. Using the table of contents.
      3. Using the title page and copyright date.
      4. Using the index.
      5. Using the glossary, appendix, map lists, chart and graph lists, illustration lists.
      6. Distinguishing between fiction (story-books) and nonfiction (factual books).
      7. Finding and/or choosing books most suitable for a purpose.

b. In dictionaries by:

1. Using guide words.
2. Learning the correct pronunciation of a word.
3. Being able to find different forms of listed words.
4. Choosing the appropriate meaning of the word for the context in which it is used.

c. In newspapers and periodicals by:

1. Recognizing these materials as sources of information about many topics, especially current affairs.
2. Noting the organization of a newspaper.
3. Identifying the purposes of the different sections of the newspaper.
4. Selecting relevant news items for class activities.
5. Understanding the purposes of the different sections of the newspaper.
6. Recognizing the differences in purpose and coverage of different magazines, papers, and pamphlets.

d. Through field trip and interviews by:

1. Identifying the purpose of the field trip and interview.
2. Planning the procedures, rules of behavior, questions to be asked.
3. Taking initiative in the actual conduct of the field trip of interview.
4. Refining acceptable ways to open, conduct and close and interview.
5. Expressing appreciation for courtesies extended during the field trip or interview.
6. Recording, summarizing, and evaluating in depth the information gained.
7. Evaluating the planning and procedures of the field trip in order to improve future field trips.

e. Through audiovisual materials by:

1. Recognizing these materials as relevant sources of information.
2. Using the title of a film, filmstrip, chart, graph, recording, move, television or radio program as a guide to content.
3. Differentiating between audiovisual materials of a fictional or literary nature and those of factual material.
4. Observing, describing, and discussing the content of the material shown in films, filmstrips or charts.
5. Using special purpose graphs, tables, or charts.

2. Acquiring Information

a. Through reading by:

1. Skimming to find a particular word or desired content.
2. Locating specific information.
3. Gaining general impression.
4. Selecting statements that are pertinent to the topic being studied.
5. Making use of headings, topic sentences, and summary sentences to select main ideas and to differentiate between main and subordinate ideas.
6. Making use of pictorial information.
7. Making use of italics, marginal notes, and footnotes to discover further explanation and emphasis by the author.
8. Corroborating ideas or facts through use of more than one reference.

b. Through listening and observing by:

1. Recognizing a purpose.
2. Giving attention when others are speaking.

3. Relating, comparing, and evaluating information with that gained from other sources.
4. Adjusting to a speaker's voice and delivery and to the physical conditions of the situation.
5. Identifying a sequence of ideas and selecting those that are most important.
6. Reserving judgment until the speaker's entire presentation has been heard.
7. Asking questions for clarification when needed.
8. Taking notes while continuing to listen and observe.

c. Through other senses when applicable, using such methods as experimentation, trail and error, and testing a hypothesis.

3. Organizing information by:

a. Alphabetizing a list of words according to the first letter, second, third, etc.
b. Composing a suitable title for a story, map, chart, graph, or recording.
c. Selecting answers to questions from materials heard, viewed, or read.
d. Classifying pictures, facts, and events under main headings or in categories.
e. Arranging and recording events, facts, and ideas in sequence.
f. Taking notes, making a record of the source by author, title, and page.
g. Making outlines of information acquired using correct outline form.
h. Writing a summary of main points heard, viewed, or read.
i. Making a simple table of contents for an investigative report.
j. Making a bibliography of material used in studying a topic or problem showing author, title, published, and copyright date.

4. Interpreting information by:

   a. Assimilating material heard, viewed, or read, and translating it into words meaningful to the learner.
   b. Translating material heard, viewed, or read in a different form, such as:

      1. Graphs, charts, tables, models, mock-ups.
      2. Cartoons, pictures, murals.
      3. Dramatization.

   c. Comparing information obtained from a number of sources, including books, experiences, art media, and other audiovisual aids.
   d. Noting relationships between items of information, places, persons, events, definitions, ideas (noting similarities and differences).

5. Evaluating information by:

   a. Distinguishing between fact and fiction.
   b. Distinguishing between fact, opinion, and judgments.
   c. Judging sources of information by copyright date, authority or writer, breadth of coverage, etc.
   d. Comparing information about a topic drawn from two or more sources to recognize.
   e. Examining reasons for contradictions or seeming contradictions.

6. Expressing knowledge, ideas, opinions and judgments through:

   a. Speaking by:

      1. Developing and using correctly an adequate vocabulary with attention to terminology in history and the social sciences.
      2. Choosing appropriate words.
      3. Pronouncing words correctly.
      4. Formulating and using complete statements.
      5. Preparing and using notes in presenting material in discussion activities.

6. Using acceptable procedures in:

    a. Recitation (question/answer periods).
    b. Teacher-directed class discussion.
    c. Student-directed class discussion.
    d. Individual oral reports.
    e. Panels and symposiums.
    f. Simulation activities.
    g. Socio-dramas and roleplaying activities.
    h. Singing and dancing.

b. Writing by:

1. Developing and using correctly an adequate vocabulary with attention to terminology in history and the social sciences.
2. Learning to spell, or find the spelling of, appropriate words for making meaning clear.
3. Completing study guides, worksheets, workbooks, outlines, and programmed materials.
4. Keeping class and reading notes, summarizing main points.
5. Completing letters, editorials, diaries, journals.
6. Preparing graphs and charts.
7. Completing investigative papers, including a short bibliography, annotating books or articles on the subject.
8. Preparing illustrative materials, such as pictures, cartoons, diagrams, or transparencies, with appropriate title or legends.
9. Preparing stories and poems.

c. Expressing creative ideas by:

1. Drawing, painting, making models.
2. Singing dancing, roleplaying, dramatizing.

d. Working independently and in groups by:

1. Defining and accepting standards to be used by the group.
2. Planning and organizing work.
3. Accepting the role of leader, follower, or independent worker.
4. Respecting the ideas of others.
5. Being willing to perform routine tasks.
6. Defining work which is best suited to individuals and that which requires group effort.
7. Completing independent or group tasks.
8. Accepting responsibility for forming and supporting a point of view.

F. Map and Global Skills

1. Locating information on maps and globes by:

a. Beginning the development of the concept of a map or globe as a symbol, representing reality, by using small objects to illustrate large ones.
b. Recognizing the home city and state on a map of Iowa and the United States.
c. Recognizing the United States on a map and globe.
d. Recognizing land and water masses on a world map globe.
e. Recognizing places and areas studied on regional, world, and special purpose maps.
f. Recognizing symbols for rivers, lakes, and cities on a map or globe.
g. Using the title of a map as a guide to content.
h. Locating by number the key system places on a highway map.

2. Acquiring information on maps and globes by:

a. Locating specific names of continents, countries, cities, and bodies of water.
b. Gaining a general impression of map projections and their purposes.

c. Finding answers to specific questions regarding places.
d. Gaining a general impression as to size, shape, and physical features of an area.
e. Using the compass to determine directions.

3. Organizing information on maps and globes by:

a. Classifying places identified on maps and globes as continents, countries, cities, bodies of water, islands.
b. Planning a trip using distance, direction, and location.
c. Noting factors which determined the location of cities.
d. Noting factors which helped to determine cultural activities.
e. Noting and relating information contained on two or more special purpose maps.

4. Interpreting information on maps and globes by:

a. Orienting desk outline, textbook maps, and atlas maps to the north.
b. Using parallels and meridians in determining direction.
c. Using different map projections to learn how the patterns of meridians and that of parallels differ.
d. Relating low altitudes to the equator and high altitudes to the polar areas.
e. Translating abbreviations commonly found on maps.
f. Using longitude and altitude in locating places on wall maps.
g. Identifying the time zones of the United States and relating them to longitude.
h. Using the International Date Line and computing time problems of international travel and communication.
i. Using two or more maps to gather information about the same area.
j. Recognizing the location of major cities of the world with respect to their physical setting.
k. Recognizing the relationship between physical features and cultural activities.
l. Tracing routes of travel by different means of transportation.

m. Reading maps of various types which show elevation.
n. Using scale and computing distance by:

1. Determining distance on a map by using scale of miles.
2. Comparing maps of different size of the same area.
3. Comparing maps of different areas to note a smaller scale must be used to map larger areas.
4. Computing distance between two points on maps with different scales.
5. Comparing distance between two familiar places with distance between two unfamiliar places.
6. Estimating distances on a globe using altitude of great circle routes.

o. Using map symbols and visualizing what they represent by:

1. Understanding that real objects can be represented by pictures or symbols on a map.
2. Using legends on different kinds of maps.
3. Studying color contour and visual relief map.
4. Determining elevation of the land from the flow of rivers.

p. Using cardinal and intermediate directions in the classroom and neighborhood.
q. Using relative terms of location and direction: near, far, above, below, up, down.
r. Understanding the significance of relative location as it affects national policies, technology, etc.

5. Evaluating information by:

   a. Comparing information on maps and globes with that obtained from other sources.
   b. Determining which map is suited for a particular purpose.

6. Expressing knowledge, ideas, opinions, and judgments by:

   a. Constructing maps which:

      1. Are properly oriented as to direction.
      2. Use map legends.
      3. Illustrate physical and cultural features.

   b. Showing, on outline maps, related information acquired from studying maps of many kinds.
   c. Demonstrating on maps or globes relevant information in giving reports, explaining a situation, or defending a point of view.

7. Applying map and globe skills, where appropriate, to problem solving of social issues by:

   a. Using information obtained from maps and globes to recognized that a problem exists.
   b. Using information obtained from maps and globes to define social problems.
   c. Reviewing information obtained from maps and globes related to the problem.
   d. Locating, acquiring, and organizing information obtained from maps and globes related to the problem.
   e. Interpreting and evaluating information obtained from maps and globes related to the problem.
   f. Forming tentative conclusions and judgments on the basis of information from maps and globes toward solution of a social problem.

III. GOAL: To develop reflective citizens who manifest citizenship perspectives and competencies while using cognitive processes and skills to investigate society and social issues...**THROUGH COURSES AND UNITS**...drawn from the social sciences.

The courses and units which comprise the major part of Malcolm Price Laboratory School's social studies program are described on the following pages.

Grades N-K

MY WORLD

The Nursery-Kindergarten learning experiences are foundational to the elementary social studies program. Recognizing the egocentrism of young children, the program is based on the immediate personal concerns of the child while emphasizing the importance of the immediate social environment. To obtain meaningful explanations of social relationships, the child is directed to selected concepts and generalizations drawn from the social science disciplines. Refinement of the child's skill in acquiring information and processing knowledge is emphasized in each learning episode. The development of positive forms a key dimension of instruction.

The following units are studied at this level:

Circus	Communication
All About Me	The Farm
Friends	Community Helpers
African American History	My Country
Winter Celebrations	Toys

These social studies units reflect a broad range of student interest while not confining topics of study to the child's immediate geographic environment. Studies of the farm or the circus illustrate ways in which the child relates to a world outside the immediate community.

In-depth studies of legal and traditional holidays found in many cultures promote an appreciation of the child's heritage and the awareness of other cultures throughout the world. Emphasis on national heroes of all ethnic backgrounds introduces a sense of history. The formulation of rules for school behavior sensitizes the child to the political process. Developing a feeling of mutual concern for the well-being of all in the group further promotes civic education.

The child is encouraged to acquire information through play, discussion, media presentations, field trips, resource visitors, and children's literature. Through sharing time, the writing of experience charts, music, creative art, and dramatics, the child refines the powers of expression.

Grade One

SOCIAL SCIENCE PROCESSES

The first grade social studies program is based on the following cognitive processes:

Observing	Inferring
Recalling	Generalizing
Comparing	Hypothesizing
Classifying	Predicting
Analyzing	Evaluating
Interpreting	Synthesizing

These processes are developed and reinforced in a classroom environment where center activities and learning experiences help children solve problems, process information, and extend literacy.

The following topics of study drawn from social studies, integrate seasonal themes as well as content and concepts from science, math, and the language arts, and provide the framework for the first grade program.

September	Schools/Fall
October	Things That Go Bump in the Night, History of the Myths Surrounding Halloween
November	Wellness/Nutritious Decisions
December	Economics
January	Clocks and Calendars/Winter
February	Friends
March	Folk Tales
April	Japan
May	Spring Begins

Grades Two and Three

SOCIAL SCIENCES DISCIPLINES

The social studies program for the second and third grade is drawn from the seven social science disciplines. Through the various units of study, students are introduced to the major concepts which grow from history, geography, political science, economics, anthropology, sociology, and psychology.

While these disciplines provide a theoretical framework for the social studies program, they are integrated throughout the following units selected for study:

Wellness
Australia
Industrial Process
African American History
Maps and Globes
Celebrating the Constitution
Pioneer Life
China
Stars and Stripes for Kids
Elections
Winter Celebration
Soviet Union

Because the curriculum is taught over a two year period, the units are alternated from year to year so that each child receives the same experiences during his or her two years in Unit III.

The teaching units have been developed by the Unit III faculty, and they follow a prescribed format including lesson titles, objectives, materials, procedure, and other resources. In addition, each unit is enriched with field trips, films, books, learning centers, media kits, and guest speakers.

Grade Four

REGIONAL GEOGRAPHY

The fourth grade social studies curriculum includes the study of various geographic regions and the people who inhabit those regions. Specific units on forest, desert, plains, and mountain regions of the world provide a structure for the curriculum. Maps, globes, diagrams, and photographs illustrate the concepts being taught in each of the following units:

FOREST REGIONS: comparisons and contrasts are made between forests in Washington, Hawaii, Puerto Rico, the Soviet Union, and the Amazon Basin.

DESERT REGIONS: comparisons and contrasts are made between deserts in the southwestern United States and those in the Sahara and the Arabian Peninsula.

PLAINS REGIONS: comparisons and contrasts are made between the central and coastal plains of the United States and the plains of China, Kenya, and Australia.

MOUNTAIN REGIONS: comparisons and contrasts are made between the Rocky Mountains and the Appalachian Mountains, including the Appalachian Trail. The unit also includes the geography, economy, and society of Switzerland.

The four units are culminated with a study of geographic interdependency between regions. In addition, each unit is enriched with films, videotapes, books, and maps. Guest speakers are also invited to visit the classroom. Student progress is evaluated using tests over the unit content, daily work, and observations of classroom participation.

One section of fourth graders also visits the Cedar Falls Lutheran Home on a regular basis. In visiting the residents and acquiring an "old" friend, the children are sensitized to aging, acquire knowledge of past events, and practice many related skills, such as letter writing and oral communication.

One section of fourth graders incorporate a thematic unit on the Navajo tribe when studying the desert region. Animals, climate, geographical structures, Navajo culture, (including music, dance, customs, and food) are all explored.

Grade Five

AMERICAN AND IOWA HISTORY

In fifth grade the students study the following units:

Safety
European Explorers
Colonial American
The Revolutionary War Period
Elections
A Nation Grows--Washington through Jackson
Westward Expansion
The Industrial Revolution
Civil War and Slavery
World War I and II and the Great Depression
United States Geography
Iowa History

The first unit on safety covers bus, pedestrian, bicycle, automobile passenger, and home alone safety. Problem solving techniques are introduced and exercised.

Research reports on European Explorers take a multi-dimensional approach as the students use their creativeness in their presentations.

As the explorers sparked interest in America, we study the colonization of North America. Colonial cooking and candle making are some of the activity based aspects of this unit. Individual maps are colored to represent the colonies and their ethnic background.

The Revolutionary War Period is studied in depth using films, speakers, roleplaying, time lines, literature and documents.

In the Election unit the students study the electoral process and become aware of the responsibilities and privileges they have in a democratic government. A mock election, including voter registration, is held within the fifth grade.

After our independence has been won the students look at the early years as our nation grew. Cooperative learning is used to do research reports on the presidencies of Washington through Jackson. Video taping of presentations inspire creative presentations.

The westward expansion of our nation is looked at through the student's eyes as a pioneer and recorded in a journal. Travel supplies, hazards, geography, disease, new inventions, modes of transportation and wild life are some of the aspects to be included in this trek across North America. Our maps are continued to include all land acquisitions. Iowa history is included in this unit.

The Civil War and Slavery Unit is covered in depth using a multi-dimensional approach. Literature, writing, simulation activities, readings, research reports and time lines enhance the daily instruction. Iowa history is also included in this unit.

The World Wars and the Great Depression are studied using films, simulation activities, budgeting money, speakers and textbook information. Emphasis is on the United States involvement in the wars along with Iowa's role in the wars and the effect the Great Depression had on Iowa.

United States geography is an independent investigative unit of study. The fifty states are studied regionally using a historical perspective.

In the Iowa History unit the students explore Iowa's early beginning including geography, ethnic origins, settlements and towns, and industry development.

Grade Six

WORLD STUDIES

In sixth grade students study the world from the beginnings of civilization to modern times. Current issues are also incorporated as they relate to citizenship and the world community.

The study of geography, history, government/citizenship, economics, and anthropology/sociology are integrated in every unit to further comprehension and understanding of the student's world, both past and present.

The units studied include:

Ancient Civilizations
Middle Ages
Renaissance, Reformation
Exploration, Revolution
Current Issues (Elections and Current Events)

In each unit, students use a variety of learning experiences to discover the important components of each area of study. Games, role playing, puppets, field trips, discussions, time lines, research, reports, films, journals, maps, tables and graphs, speakers, art-related mediums, and literature are some of the interdisciplinary disciplines used to enhance and enrich the daily curriculum.

Grade Seven

AMERICAN STUDIES

Introduction to the social sciences requires seventh grade students to examine four areas of the social sciences. The following units will be studied:

Political Science:	Creating the American Government
	Three Branches of Government
	System of Checks and Balances
	Bill of Rights
	Mock Election
	Mock Trial
Sociology:	Groups people join
	Social group roles and rules
	Social Institutions
	Social class and status
	Communication
Economics:	Factors of Production
	Mass Production
	Supply and Demand
	Price Determination
	Comparing Economic Systems
	Money and Banking
Historiography:	What is History
	Historical Evidence
	Perception
	Gathering Historical Evidence
	Writing History

A year long simulation activity is the organizational technique used to acquaint students with content information, key concepts, and application activities during the first three instructional units. Students assume adult roles in the community of Middleberg, Anywhere, U.S.A. As adult citizens, they must deal with real life situations within the community setting. The case studies used to initiate the problem solving situations facing Middleberg citizens form an important source of information as well as textbooks, reference material, films, filmstrips, computer assisted instruction and recordings. Student writing activities include short essays, outlines, position papers and comparing points of view. Objective tests are frequently given, along with short quizzes pertaining to student reading assignments.

Political behavior forms the first topic of introducing the social sciences. Students are introduced to the background reasons why the U.S. Constitution was written. Additionally, students will investigate the powers given to the branches of government, and acquire knowledge about the system of checks and balances. Moreover, students become familiar with the American electoral process and voting procedures by participating in a mock local campaign and election.

Social behavior is the focus of the second unit. Students are introduced to basic terminology and key sociological concepts. Later, they face problem solving situations requiring students to apply the terminology and concepts while analyzing each problem.

The third major topic consists of a study of economics. Students are alerted to key factors related to the concepts of production and distribution. They focus on the ways Americans use resources to satisfy their needs and wants. They are involved with decision making as consumers and with problems of career identification. A short introduction to communism, fascism, and socialism as used in China. Nazi Germany, and Sweden concludes the unit.

If time permits, Historical Methods is the concluding unit of introducing the social sciences. Students are introduced to the methods historians use when researching and writing history. They complete a project that requires each student to write a "history" of some topic using the methods introduced earlier.

Grade Eight

WORLD GEOGRAPHY

World Geography forms the second year of the junior high social studies program. Students and teachers continue their analysis of America through a study of United States geography. Moreover, students and teachers expand their views by studying world geography and cultures.

World Geography is primarily concerned with how geography influences our lives and the lives of people throughout the world. Students and teachers define problems, identify sources of information, gather evidence, and speculate as to alternative solutions. Large group instruction, with class interaction, represent typical activities. Students use the text, World Geography, in addition to general references, newspapers, films, and filmstrips. Student writing skills are emphasized through short essays, classroom notes, and the construction and labeling of maps and graphs. Objective tests and short quizzes are given periodically.

Student insight into geographic relationships in the world is developed by an exploration of five themes: location, place, relationships within places, movement, and regions. These themes are explored in units which describe the foundations of geography, uses of maps, physical features, climate, population, culture, Anglo-America, Latin American, Europe, USSR, Middle East, Africa, Asia, Ocenia, and the geographic future. Special units are also studied as time permits. These units include geography and the Constitution, the best place to live, imaginary geography, and the four elements of geography (earth, wind, fire, and water).

Student insight is also developed by extending the following skills:

1. Reading appropriate text materials.
2. Reading appropriate current event materials (Junior Scholastic).
3. Thinking critically about recommended themes in geographic education.
4. Using case studies.
5. Using supplementary materials in the classroom and library.
6. Comprehending graphic materials including slides, films, filmstrips, and videotapes.
7. Interpreting and constructing maps of continents and regions.

8. Interpreting and constructing climographs and other graphs.

9. Discussing location and other geographic characteristics of events.

10. Completing assignments and projects in geographic education.

Grade Nine

WORLD HISTORY

Enrollment per section may be limited.
1 or 2 semester elective.

This course will have students learn about that which has shaped the major cultures and societies in the contemporary world. The course will stress the diversity of political, economic, religious, and social systems. A historical perspective will be provided on major world events and movements. Students will be required to develop a knowledge of an appreciation of the contributions of many cultures to the collective wisdom of humankind. In addition to history related ideas and learnings from other disciplines such as geography, political science, and economics will be included.

Grade Ten

U.S. HISTORY

Enrollment per section may be limited.
1 year required course.

United States History is a study of the development of American cultural institutions. The students and teachers identify the physical and cultural environment of past generations and explore the ways Americans reacted to changes during selected chronological periods. They examine the ideas brought to American by immigrants and the forces which altered those ideas. Throughout the course, they become aware of people's value systems and how conflicts in values resulted in social controversy.

Typical major topics include Colonial America, the Revolutionary War, the Early Republic, Westward Migration, the Civil War, Rise of Big Business and Labor Reform Movements, U.S. Foreign Policy. The Roaring Twenties, the Depression, World Wars I and II, the Cold War, Civil Rights Movements, and The National Economy. Students are given opportunities to apply concepts and principles to contemporary social problems. Finally, certain historical characters who have made definite contributions to America's development receive special attention.

Students are encouraged to express their knowledge and ideas through class recitations, discussions, panels, individual reports, and simulation activities. Student writing consists of outlines, essays, study guides, maps, and graphs as well as sketches, murals, cartoons, and posters. Objective and/or essay tests are given throughout the year along with frequent quizzes.

Grades Eleven and Twelve

GLOBAL INSIGHTS

1 or 2 semesters elective.

Global Insights is an inquiry course which investigates different cultural areas of the world. These areas are Europe, Asia, and Latin America. During the fall semester, study is made of the cultures of Europe, Soviet Union, and the Middle East. During a spring semester, study is made of Africa, China, Japan, India and Latin America. In each study, students investigate particular cultures in the area and complete a project of their choice. The investigation is an examination of physical features; relationships between people and land, government, economy, social customs, arts and current events; preparation of appropriate maps and other graphic materials. In addition, the investigation extends of student skills in reading global studies materials, critical thinking, history, geography, and anthropology.

Grades Eleven and Twelve

UNITED STATES GOVERNMENT

Enrollment per section may be limited.
1 semester required.

Students begin their study of government by analyzing why individuals behave politically, and continue on to an examination of forms of government and political/economic systems. The executive, legislative, and judicial branches of our government are explored in the second half of the course. The study of state and local governments, including their functions and responsibilities, also form an important component of the course.

To satisfactorily complete this course, students will need to:

1. Pass all tests and quizzes.
2. Complete assigned community based projects.
3. Complete homework.
4. Contribute to class discussions.
5. Participate in the American Political System.

Grades Eleven and Twelve

ECONOMICS

Enrollment per section may be limited.
1 semester.

This course will introduce students to basic economic concepts and principles that help individuals and societies decide how to use scarce resources in order to satisfy their unlimited wants. This course focuses upon business behavior, labor and government, financial institutions, the domestic and world economy, and fundamental economic problems.

After completing this course, students will be able to recall selected economic principles and apply the principles to everyday life activities, use appropriate economic terms and definitions, compare and contrast items of information, form opinions and make judgments along with expressing knowledge and ideas orally and in written assignments.

Grades Eleven and Twelve

SOCIOLOGY

Enrollment per section may be limited.
1 semester.

Sociology is a one semester junior/senior course which is designed for students who are interested in inquiring about the human condition. The major goals of the course are for the students to:

1. Learn about the complexities of social life with its interconnections between social conditions.
2. Examine the types of problems sociologists study.
3. Illustrate the methods that sociologists use to solve problems.

The course is comprised of four parts. Part I explores the agents of socialization through an analysis of what makes us human, what characteristics define adolescence and how these characteristics vary from culture to culture. Part II Social Stratification, examines social class and race and analyzes such concepts as stereotype, prejudice, discrimination and attitude formation. Part III explores the themes of deviance and social change. Part IV of the course involves an active social research project drawing from information gathered and questions raised in the first three parts.

Grades Eleven and Twelve

PSYCHOLOGY

Enrollment per section may be limited.
1 semester elective.

As an elective course, Psychology is designed to scientifically explore the various aspects of individual behavior.

Students will deal with such topics as:

1. The proper use of statistics.
2. Principles of learning.
3. Factors of intelligence.
4. Hereditary and environment influences on behavior.
5. Emotional and behavioral adjustments.

Throughout the course, scientific reasoning and observation will be emphasized.

Periodically, labs and simulations will be conducted to enhance the various topics.

Grades Eleven and Twelve

INTERACTIVE COMMUNICATION SIMULATIONS (ISC)

Enrollment per section will be limited.
1 semester elective.

ISC is an experiential course that makes use of computer and communication technology to engage students in a simulation about the Arab/Israeli conflict. Students at MPLS, along with students from other schools in the United States, Canada, and Europe, will be assigned to represent a country that is a significant actor in the Arab/Israeli conflict. As such, students will be role playing important internal political actors of the various governments they represent.

This simulation is a semester long and requires a commitment in terms of student time and energy that will be used to do research, develop position papers and memoranda on various topics pertaining to the Arab/Israeli conflict. Information to and from each country is then exchanged via computer communications to the mainframe computer at the University of Michigan.

Grades Eleven and Twelve

LAW RELATED EDUCATION

Enrollment per section may be limited.
1 semester elective.

The course focuses on the themes of social stability and social change. Students will acquire a functional knowledge of the law and justice systems, along with related skills and attitudes that are consistent with responsible civic action. The course will focus on issues that capitalize on the real life problems of students. The course will provide ample opportunities for students to broaden their critical thinking, problem solving, and social participation skills.